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ABSTRACT

The Illinois State Board of Education contracted with Eastern Illinois University to survey the local school districts and identify the operating models of programs to assist and support beginning teachers and to ascertain what innovative activities were occurring. Specifically the questionnaire addressed the following areas: (1) demographic characteristics of the responding districts; (2) programs introducing beginning teachers to district policies, guidelines, and/or expectations; (3) whether the information was provided on teaching strategies/instructional processes; and (4) whether the district had a formal program for beginning teachers. A total of 598 school districts responded to the questionnaire. Results indicated that there are very few beginning teacher induction programs in Illinois, if such programs are assumed to include not only orientation of beginning teachers to district policies and practices, but also provision of information about instructional strategies and the instructional process in a manner especially accommodated to beginning teachers. Materials sent by the few programs available consisted of one-page orientation day agendas, support activities, and consulting agreements. Programs varied widely by formality, number of times implemented, materials used, and content. Appendices present the questionnaire, a summary of responses, a list of school districts with special group instructions for beginning teachers, and excerpts of district materials for such programs. (CB)

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ED284852

FINAL REPORT

OF

# SURVEY OF ILLINOIS SCHOOL DISTRICTS

FOR

# THE INITIAL YEAR OF TEACHING STUDY

SUBMITTED TO

THE ILLINOIS STATE BOARD OF EDUCATION

PER CONTRACTUAL SERVICE AGREEMENT

BY

THE CENTER FOR EDUCATIONAL STUDIES
COLLEGE OF EDUCATION
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, IL 61920

ROBERT N. BARGER,
PRINCIPAL INVESTIGATOR

SEPTEMBER 15, 1986

SP 029 318

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## SURVEY OF ILLINOIS INITIAL YEAR OF TEACHING PROGRAMS

### Introduction

In 1985 the Illinois General Assembly passed a body of legislation known as the Education Reform Act of 1985. Among its many provisions was a mandate to the Illinois State Board of Education (ISBE) to conduct a review and study of the initial year of teaching with a view to designing "a program to provide support and assist in the orientation of individuals in their initial year of teaching." The ISBE contracted with Eastern Illinois University to survey the local school districts of Illinois in order to identify operating models of such programs and ascertain what innovative activities were occurring in this area.

### Methodology

A questionnaire was constructed by a research team and field tested with a group of selected school district superintendents. Specifically, the questionnaire was designed to address the following areas: a) demographic characteristics of the responding districts; b) whether there was a program in place for introducing beginning teachers to policies, guidelines, and/or expectations of the district; c) whether the district provided information on teaching strategies/instructional process for the beginning teachers; and d) whether the district had a formal program specifically tailored to help the beginning teacher. The questionnaire was revised on the basis of these superintendents' suggestions and was mailed on August 1, 1986, to the 994 regular operating districts in the state, as well as to the Department of Corrections district and to Illinois' one non-operating district (no responses were received from these latter two districts and it was decided not to include

them in the survey population). Respondents were instructed to return the questionnaires by August 15. As of the final cut-off date of August 25, usable returns had been received from 598 of the 994 regular operating districts. This resulted in a return rate of 60%. The responding districts were generally representative of the types and enrollment sizes of the districts in Illinois (see Tables 1 & 2). There was a slight over-representation of secondary districts and medium size districts (3,000 to 12,000) and a slight under-representation of large districts (12,000 and above). The return profile was generally similar to that of a recent ISBE study which used an almost identical population (School District Response to Senate Joint Resolution No. 25 ). Further, a chi square test for goodness of fit failed to show any significant difference in the obtained return rates and the expected return rates (chi square = 9.628; df = 6; $p < .05$).

**TABLE 1**

Distribution Of Respondents By Type of District

| Type of District | Statewide Distribution | Respondent Distribution | Response Rate |
|---|---|---|---|
| Elementary | 430 | 242 | 56% |
| Secondary | 121 | 85 | 70% |
| Unit | 443 | 268 | 60% |
| No Response | | 3 | |
| Total | 994 | 598 | 60% |

TABLE 2

Distribution of Respondents by Size of District

| Enrollment Size of District | Statewide Distribution | Respondent Distribution | Response Rate |
|---|---|---|---|
| Less than 250 | 183 | 94 | 51% |
| 250 - 499 | 185 | 97 | 53% |
| 500 - 999 | 250 | 152 | 61% |
| 1,000 - 2,999 | 278 | 180 | 65% |
| 3,000 - 5,999 | 63 | 46 | 73% |
| 6,000 - 11,999 | 23 | 18 | 78% |
| 12,000 and above | 12 | 4 | 33% |
| No Response | | 7 | |

**Findings**

The following descriptive narrative will not report percentages of non-respondents if these non-respondents are less than 5% of the total. If the non-respondents comprise 5% or more of the total, they will be reported. In the following narrative, responses may sometimes total more than 100% due to rounding.

The urban/suburban/rural character of the responding districts is presented in Table 3. Of the responding districts, 6% were urban, 33% were suburban, and 61% were rural.

**TABLE 3**

Urban/Suburban/Rural Distribution of Responding Districts

| Location of District | Number Districts | Percent of Total |
|---|---|---|
| Urban | 34 | 6 |
| Suburban | 198 | 33 |
| Rural | 361 | 61 |
| No Response | 5 | |

The numbers of beginning teachers per district are reported in Table 4. Of the districts responding, 23% had no beginning teachers during the last academic year, 24% had 1 beginning teacher, 13% had 2 beginning teachers, 18% had 3-4 beginning teachers, 12% had 5-10 beginning teachers, 8% had 11-30 beginning teachers, and 2% had more than 30 beginning teachers. Over 60% of the respondent districts reported two or fewer beginning teachers. This finding might be expected when the distribution of districts by enrollment is examined (see Table 2), since 59% of the districts had rather small enrollments (i.e., less than 1,000).

**TABLE 4**

Beginning Teachers per District

| Number of Beginning Teachers | Number Districts | Percent of Total |
|---|---|---|
| 0 | 136 | 23 |
| 1 | 139 | 24 |
| 2 | 74 | 13 |
| 3 - 4 | 107 | 18 |

**TABLE 4 (Continued)**

Beginning Teachers per District

| Number of Beginning Teachers | Number Districts | Percent of Total |
|---|---|---|
| 5-10 | 70 | 12 |
| 11-30 | 44 | 8 |
| More than 30 | 14 | 2 |
| No Response | 14 | |

When asked whether beginning teachers were given information on procedures, guidelines, and/or expectations of the school districts, 94% of the responding districts said that they were, while 6% said that they were not (see Table 5).

**TABLE 5**

Beginning Teachers Given Information
On Procedures/Guidelines/Expectations

| | Number Districts | Percent of Total |
|---|---|---|
| Yes | 558 | 94 |
| No | 35 | 6 |
| No Response | 5 | |

When asked whether beginning teachers were formally given information about teaching strategies/instructional process, 58% said that they

were - along with non-beginning teachers, 12% said that they were - with beginning teachers only, and 31% said that they were not given such instruction in any context (see Table 6).

**TABLE 6**

Were Beginning Teachers Formally Given Instruction About Teaching Strategies, Etc.?

| | Number Districts | Percent of Total |
|---|---|---|
| Yes, Along With Non-Beginning Teachers | 338 | 58 |
| Yes, With Beginning Teachers Only | 69 | 12 |
| No | 180 | 31 |
| No Response | 11 | |

When asked if the district had a formal program to assist beginning teachers, 22% said yes, 72% said no, and 5% failed to respond to this item (see Table 7).

The previous three questions might seem to be overlapping, but they were in fact designed to discriminate among discrete factors involved in the assistance and support of beginning teachers.

**TABLE 7**

Does The District Have A Formal Program To Assist Beginning Teachers?

| | Number Districts | Percent of Total |
|---|---|---|
| Yes | 134 | 22 |
| No | 433 | 72 |
| No Response | 31 | 5 |

When asked who should have responsibility for a formal program to assist beginning teachers, 12% responded that it should be a college/university, 63% said the local district, 2% said the state, 11% said "other" (which was usually specified to indicate a combination of the previously offered choices - most often a combination of a college/university and the local district), 4% said such a program was unnecessary, 7% failed to respond (see Table 8).

**TABLE 8**

Who Should Have Responsibility For A Program To Assist Beginning Teachers?

| | Number Districts | Percent of Total |
|---|---|---|
| College/University | 71 | 12 |
| Local District | 379 | 63 |
| State | 13 | 2 |
| Other | 68 | 11 |
| Program Not Necessary | 24 | 4 |
| No Response | 43 | 7 |

Of the 558 respondents indicating that their beginning teachers were given information on procedures, guidelines, and/or expectations of the school district, 28% indicated that this was done once a year, 7% said it was done twice a year, 11% said it was done monthly, 2% said weekly, 1% said daily, 44% said it was done on an as-needed basis, and 7% responded "other." Frequently those responding "other" specified this as being done more often earlier in the year with a tapering off later in the year. There was a 7% no-response to this item. As to

who does this instruction, 15% indicated that it was done by the superintendent, 33% said the principal, 3% said some other administrator, 1% said a department chair, and 47% indicated some combination of the previous choices. The context for this instruction was reported as: 28% one-on-one, 27% small group, 3% large group. Forty-two percent responded "other" and indicated that a combination of one-on-one, small group, and large group was employed. The place where this was done was: 74% in the assigned school building, 16% in the district office, and 10% "other." Again, this was usually specified to mean in a combination of both the assigned school building and the district office. In 93% of the cases, the provider of this information was not additionally compensated. Respondents frequently commented that this was considered as part of the provider's regular duties. In 95% of the cases, the beginning teacher was not additionally compensated. In 70% of the cases, there was no evaluation of this activity made by the provider. In 72% of the cases, there was no evaluation of the activity made by the recipient beginning teacher.

Of greatest interest in this survey were those districts who responded that they gave beginning teachers information on procedures, guidelines, and/or expectations of the district (question #5), who also indicated that they had a formal program to assist beginning teachers (question #25), and who additionally indicated that they formally gave information to beginning teachers about teaching strategies and the instructional process <u>in a group devoted exclusively to beginning teachers</u> (question #14b). The last consideration was thought to be an important discriminator in identifying a true initial year of teaching program, since responses that beginning teachers were given information about instructional strategies in a setting that included non-beginning teachers

might well indicate that such instruction was simply part of the regular in-service staff development routinely provided to all teachers in the district.

Returns for the 25 districts which had a concurrence of the above-mentioned three factors (providing information on district policies, having a formal assistance program, and providing separate instruction for beginning teachers on teaching strategies/instructional process) were examined. A profile emerged indicating that this type of district tends to be a suburban elementary district with an enrollment of between 1,000 and 3,000 (see Tables 9, 10, and 11). This does not mean, however, that elementary districts are more likely to have this type of program than are secondary districts - only 5% of all responding elementary districts reported having such a program, while 9% of all responding secondary districts reported having one. However, since there are many more elementary districts than secondary ones, if a three-factor assistance program exists it is likely to be in an elementary district. The range of numbers of beginning teachers in the 25 districts with this type of program is, surprisingly, quite broad (see Table 12). Also, perhaps contrary to expectations, approximately 56% of the districts having an initial year of teaching program have 4 or fewer beginning teachers.

**TABLE 9**

Urban/Suburban/Rural Distribution Of Districts
Having Formal Initial Year Of Teaching Programs

| | Number Districts | Percent of Total |
|---|---|---|
| Urban | 1 | 4 |
| Suburban | 17 | 68 |
| Rural | 7 | 28 |

**TABLE 10**

Type Of District Having An Initial Year Of Teaching Program

| | Number Districts | Percent of Total |
|---|---|---|
| Elementary | 13 | 52 |
| Secondary | 8 | 32 |
| Unit | 4 | 16 |

**TABLE 11**

Enrollment Of Districts Having An Initial Year Of Teaching Program

| Enrollment | Number Districts | Percent of Total |
|---|---|---|
| Less Than 250 | 4 | 16 |
| 250 - 499 | 1 | 4 |
| 500 - 999 | 5 | 20 |
| 1000 - 2999 | 12 | 48 |
| 3000 - 5999 | 1 | 4 |
| 6000 - 11999 | 2 | 8 |

**TABLE 12**

Number Of Beginning Teachers In Districts
Having Initial Year Of Teaching Programs

| Number | Number Districts | Percent of Total |
|---|---|---|
| 0 | 1 | 4 |
| 1 | 3 | 12 |
| 2 | 2 | 8 |
| 3 - 4 | 7 | 28 |
| 5 - 10 | 5 | 20 |
| 11 - 30 | 3 | 12 |
| More Than 30 | 2 | 8 |
| No Response | 2 | 8 |

Topics included in the above-cited 25 districts' assistance programs are indicated as follows: discipline - 22 yes, 2 no, 1 unsure; instructional planning - 25 yes; student relationships - 25 yes; professional relationships-17 yes, 3 no, 5 unsure; and stress management - 10 yes, 11 no, 4 unsure (see Table 13). Likelihood of inclusion of these topics is similar to the national pattern (as reported in Eastern Illinois University's Survey of State Initial Year of Teaching Programs, 1986), except that the Illinois programs are slightly less likely to include discipline and somewhat more likely to include student relationships.

**TABLE 13**

Topics Included In Initial Year Of Teaching Programs

| Topic | Number Responding | | |
|---|---|---|---|
| | Yes | No | Unsure |
| Discipline | 22 | 2 | 1 |
| Instructional Planning | 25 | - | - |
| Student Relationships | 25 | - | - |
| Professional Relationships | 17 | 3 | 5 |
| Stress Management | 10 | 11 | 4 |

Information on the above topics in the 25 districts is provided by the following personnel: principal 9, other administrator 3, assigned "helping" teacher 2, a combination of the above 9, and "other" 2.

Providers of information on the above topics in these districts are not additionally compensated in 22 of the cases. In 1 of the cases, they receive extra pay. And in 2 of the cases compensation was reported as "other."

Beginning teachers in these districts are not additionally compensated in 23 of the cases. In the remaining two cases they receive released time.

The provider does not evaluate effectiveness of provision of information on the above-cited topics in these districts in 14 of the cases. In 7 of the cases evaluation is completed by the provider through a rating form and in 3 of the cases it is done orally. Some "other" method of provider evaluation was reported in 1 of the cases.

The beginning teacher does not formally evaluate the effectiveness

of the provision of information on the above-cited topics in 16 of the cases. In 6 of the cases it is evaluated through a rating form. In 1 of the cases it is done orally. Some "other" method of evaluation by the beginning teacher was reported in 2 of the cases.

Responding to the question of whether the provider received specialized training for the assignment of providing this information, the 25 districts indicated 18 yes (4 yes, with the special training being provided within the assigned school building; 5 yes, with the special training being provided at a district workshop; 9 yes, with the special training being provided in some other manner [specification comments indicated that this was usually through some combination of the previous choices]). No specialized training was reported by 6. There was 1 no response (see Table 14).

**TABLE 14**

Did The Provider In Initial Year Of Teaching Programs
Receive Specialized Training And Where Was This Training Received?

| Where Training Was Received | Number Districts | Percent of Total |
|---|---|---|
| Yes, Within School Building | 4 | 17 |
| Yes, At District Workshop | 5 | 21 |
| Yes, On College/University Campus | 0 | - |
| Yes, Other Manner | 9 | 38 |
| No Specialized Training Received | 6 | 25 |
| No Response | 1 | |

Of the 25 districts reporting the existence of a three-factor program (positive response to questions 5, 14b, and 25), 3 indicated that the

major emphasis of the program was assessment (providing evaluation of the beginning teacher), 1 indicated that it was remediation (providing corrective measures for deficient performance), and 17 indicated that it was support (providing general assistance not involving remediation). An additional 4 of the respondents left the item blank or indicated some combination of the above choices. This latter response was similar to that of 41% of states with initial year of teaching programs in Eastern Illinois University's Survey of States Initial Year of Teaching Programs where these states refused to make a forced choice of only one of the above emphases.

When asked if their program was individualized according to the specialized needs of each beginning teacher, 19 or the 25 districts said that it was, 4 said that it was not, and 2 did not respond.

When asked for an opinion on whose responsibility a formal program to assist beginning teachers should be, 23 of the 25 districts responded that it should be the local district's responsibility. One district responded "other," adding the comment that it should be the responsibility of a combination of the choices provided in the question. There was 1 no response.

To improve the likelihood of response, information on program budget and program evaluation was not sought on the initial questionnaire. However, a follow-up questionnaire was sent to the 25 districts who indicated that they had a three-factor program. Seventeen usable responses were received. Among these 17 districts, the average number of beginning teachers last year was 5.4.

Of these 17 districts responding to the follow-up questionnaire, only seven could provide a budget figure for their program. The beginning teacher program budgets for these seven districts are listed here, with

the number of beginning teachers in the district listed immediately after the budget figure: $37,000/7, $1,000/12, $1,000/8, $600/5, $500/4, $300/3, and $100/3. Because of the disparity between the first set of these figures and the remaining six, an average would not be a meaningful figure. The ten districts which did not supply a budget figure indicated that costs were mostly indirect and/or that they could not be quantified. A random telephone check of the districts which had indicated that they had a formal program - although perhaps not possessing all three of the above-cited factors - indicated that in none of the contacted cases could a budget figure be estimated.

The 17 districts responding to the follow-up questionnaire were asked a question concerning methods used to evaluate the effectiveness of their program components. Their responses to this question varied widely. Some indicated that they used improvement in beginning teacher performance as an index of program effectiveness. Instruments reported as being used were classroom observations, surveys, and written and oral reports.

A final question on the follow-up questionnaire asked if the components of the district's beginning teacher program had proven to be effective. All 17 respondents replied in the affirmative.

## Conclusion

There are very few initial year of teaching programs in Illinois at present, if such programs are taken to include not only orientation of beginning teachers to district policies and practices, but also provision of information about instructional strategies and the instructional process in a manner especially accommodated to beginning teachers (i.e., apart from in-service programs intended for all teachers).

Only 4% of the respondent districts in this survey had such programs.

In those cases in which respondents indicated that they had a formal assistance program, they were requested to send materials relating to it along with their completed questionnaire. Only ten such submissions were received in the 598 questionnaires returned. Three of these submissions were simply one-page orientation-day agendas for new teachers. Three other submissions indicated support activity such as a university/district program for educators new to a position (although not necessarily new to the field of teaching), a board/education association agreement to appoint a consulting employee to help an employee on probation, and a district plan for staff appraisal. Four other districts, however, did submit materials which were exemplary for a true initial year of teaching program. These districts were Elmhurst School District 205, Highland Park Township High School District 113, Tinley Park Community Consolidated School District 146, and Adlai E. Stevenson District 125. Excerpts of materials from these four districts may be found in Appendix D.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education

July 30, 1986

Dear Illinois School District Superintendent:

Acting in response to the Education Reform Act of 1985, the Illinois State Board of Education has commissioned Eastern Illinois University to survey all Illinois school districts. The purpose of this survey is to learn what is presently being done in the districts to assist beginning teachers in making the transition from pre-service preparation to the responsibilities of the initial year of teaching.

We would sincerely appreciate five minutes of your time in responding to the enclosed questionnaire concerning activities in your district. Kindly blacken the appropriate circles with a #2 pencil. If spaces on the questionnaire are not large enough to contain any alternative choice specifications, feel free to enclose an extra sheet extending your comments. Moreover, if your district is doing anything innovative in regard to providing assistance and support to beginning teachers, please describe these activities on a separate sheet and return it with the questionnaire.

The data gathered in this survey will be an important resource in making state policy recommendations regarding teacher induction. Your assistance in providing this data is appreciated.

Please mail the questionnaire in the enclosed business reply envelope by August 15. Questions and clarifications regarding the questionnaire may be directed to Robert Barger at (217) 581-5931 or (217) 345-5949.

Very truly yours,

Robert N. Barger

Robert N. Barger, Ph.D.
Principal Investigator

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**EASTERN ILLINOIS UNIVERSITY**
**SURVEY - QUESTIONNAIRE FORM**

**IMPORTANT DIRECTIONS FOR MARKING ANSWERS**

USE NO. 2 PENCIL ONLY

- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

**GENERAL DIRECTIONS**

District Name _____

Respondent's Name and Title _____

_____

Phone ( )

IN THE FOLLOWING, SELECT ONLY ONE ANSWER FROM THE CHOICES GIVEN; USE #2 PENCIL; AND DO NOT STAPLE THIS FORM.

CODES

| A | B | C | D | E | F | G | H | I |
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| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
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| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| | | |
|---|---|---|
| 1. | Type of district: a) elementary b) secondary c) unit | a b c |
| 2. | Indicate whether district is mostly: a) urban b) suburban c) rural | a b c |
| 3. | Indicate whether district enrollment is: a) less than 250 b) 250-499 c) 500-999 d) 1000-2999 e) 3000-5999 | |
| | f) 6000-11999 g) 12000 or more | a b c d e f g |
| 4. | How many individuals teaching in your district in the 1985-86 school year were beginning teachers (exclude substitutes and aides and include only those who were new to the field of professional teaching)? a) 0 b) 1 | |
| | c) 2 d) 3-4 e) 5-10 f) 11-30 g) more than 30 (specify # ) | a b c d e f g |
| 5. | Are beginning teachers formally given information on procedures, guidelines and/or expectations of the school district? a) yes (if yes, answer questions 6-13) b) no (if no, go to question 14) | a b |
| 6. | How often is this done? a) once yearly b) twice yearly c) monthly d) weekly e) daily f) as needed g) other | |
| | (specify _____) | a b c d e f g |
| 7. | Who does this? a) superintendent b) principal c) other administrator d) department chair e) assigned "helping" | |
| | teacher f) combination of the previous choices (specify _____) g) other | |
| | (specify _____) | a b c d e f g |
| 8. | In what context is this done? a) one-on-one b) small group c) large group d) combination of above choices | |
| | (specify _____) e)other (specify _____) | a b c d e |
| 9. | Where is this done? a) assigned school building b) district office c) other location (specify ) | a b c |
| 10. | How is the provider of this activity compensated? a) not additionally compensated b) released time | |
| | c) extra pay d) contract with external agency e) other (specify ) | a b c d e |
| 11. | How is the beginning teacher compensated for this activity? a) not additionally compensated b) released | |
| | time c) extra pay d) contract with external agency e) other (specify ) | a b c d e |

CONTINUED ON REVERSE SIDE

# DO NOT WRITE IN THIS SPACE

## SURVEY - QUESTIONNAIRE FORM

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EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

T-2

12. In what manner does the provider evaluate the effectiveness of this activity? a) not formally evaluated b) rating form or written report c) oral report d) other (specify_____)

13. In what manner does the beginning teacher evaluate the effectiveness of this activity? a) not formally evaluated b) rating form or written report c) oral report d) other (specify_____)

14. Are beginning teachers formally given information about teaching strategies/instructional process? a) yes, along with non-beginning teachers (if yes, answer questions 15-24) b) yes, with beginning teachers only (if yes, answer questions 15 to 24) c) no (if no, go to question 25)

15. How often is this done? a) once yearly b) twice yearly c) monthly d) weekly e) daily f) as needed g) other (specify_____)

16. Who does this? a) principal b) other administrator c) department chair d) assigned "helping" teacher e) college/university staff f) combination of the above choices (specify_____) g) other (specify_____)

17. In what context is this done? a) one-on-one b) small group c) large group d) combination of above choices (specify_____) e) other (specify_____)

18. Where is this done? a) assigned school building b) district office c) university campus d) other location (specify_____)

19. Are the following topics included?

- discipline — a) yes b) no c) unsure d) other (specify_____)
- instructional planning — a) yes b) no c) unsure d) other (specify_____)
- student relationships — a) yes b) no c) unsure d) other (specify_____)
- professional relationships — a) yes b) no c) unsure d) other (specify_____)
- stress management — a) yes b) no c) unsure d) other (specify_____)

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**EASTERN ILLINOIS UNIVERSITY**
**SURVEY - QUESTIONNAIRE FORM**

**GENERAL DIRECTIONS**

**IMPORTANT DIRECTIONS FOR MARKING ANSWERS**

USE NO. 2 PENCIL ONLY

- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

CODES

| A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|
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| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| | | |
|---|---|---|
| 20. | How is the provider of this activity compensated? a) not additionally compensated b) released time c) extra pay | ⊗⊗⊗⊗⊗⊗⊗ |
| | d) contract with external agency e) graduate credit f) tuition waiver g) other (specify ) | a b c d e f g ○○○○○○○ |
| 21. | How is the beginning teacher compensated for this activity? a) not additionally compensated b) released | ⊗⊗⊗⊗⊗⊗⊗ |
| | time c) extra pay d) external agency contract e) other (specify ) | a b c d e ○○○○○○○ |
| 22. | In what manner does the provider evaluate the effectiveness of this activity? a) not formally evaluated | ⊗⊗⊗⊗⊗⊗⊗ |
| | b) rating form or written report c) oral report d) other (specify ) | a b c d ○○○○○○○ |
| 23. | In what manner does the beginning teacher evaluate the effectiveness of this activity? a) not formally evaluated | ⊗⊗⊗⊗⊗⊗⊗ |
| | b) rating form or written report c) oral report d) other (specify ) | a b c d ○○○○○○○ |
| 24. | Did the provider receive specialized training for this assignment? a) yes, within assigned school building | ⊗⊗⊗⊗⊗⊗⊗ |
| | b) yes, at district workshop c) yes, on college/university campus d) yes, in other manner | ⊗⊗⊗⊗⊗⊗⊗ |
| | (specify ) e) no | a b c d e ○○○○○○○ |
| 25. | Does the district have a formal program to assist beginning teachers? a) yes (if yes, please send any available printed information on such program and answer questions | ⊗⊗⊗⊗⊗⊗⊗ |
| | 26 & 27 b) no (if no, go to question 28) | a b ○○○○○○○ |
| 26. | If answer to 25 was "yes", indicate major emphasis of the program: a) assessment (providing evaluation of the | ⊗⊗⊗⊗⊗⊗⊗ |
| | beginning teacher b) remediation (providing corrective measures for deficient performance) c) support (providing | ⊗⊗⊗⊗⊗⊗⊗ |
| | general assistance not involving remediation) | a b c ○○○○○○○ |
| 27. | If answer to 25 was "yes," is the program individualized according to the specialized needs of each beginning | ⊗⊗⊗⊗⊗⊗⊗ |
| | teacher a) yes b) no | a b ○○○○○○○ |
| 28. | A formal program to assist beginning teachers should be the responsibility of: a) a college/university | ⊗⊗⊗⊗⊗⊗⊗ |
| | b) the local district c) the state d) other (specify _____ e) no formal program is necessary | a b c d e ○○○○○○○ |
| | | ⊗⊗⊗⊗⊗⊗⊗ |

CONTINUED ON REVERSE SIDE

21

# DO NOT WRITE IN THIS SPACE

## SURVEY - QUESTIONNAIRE FORM

TESTING CENTER

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

T-2

| | |
|---|---|
| THANK YOU FOR YOUR COOPERATION. | ○○○○○○○ |
| PLEASE USE THE ENCLOSED BUSINESS- | ○○○○○○○ |
| REPLY ENVELOPE FOR YOUR RETURN. | ○○○○○○○ |
| IF YOU HAVE A FORMAL PROGRAM, | ○○○○○○○ |
| PLEASE SEND PRINTED INFORMATION | ○○○○○○○ |
| IF AVAILABLE. | ○○○○○○○ |
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## APPENDIX B

### Responses To Questions On The Initial Year Of Teaching Survey

1. Type of district:

| | N | % |
|---|---|---|
| a. elementary | 242 | 41 |
| b. secondary | 85 | 14 |
| c. unit | 268 | 45 |
| No Response | 3 | |

2. Indicate whether district is mostly:

| | N | % |
|---|---|---|
| a. urban | 34 | 6 |
| b. suburban | 198 | 33 |
| c. rural | 361 | 61 |
| No Response | 5 | |

3. Indicate whether district enrollment is:

| | N | % |
|---|---|---|
| a. less than 250 | 94 | 16 |
| b. 250-499 | 97 | 16 |
| c. 500-999 | 152 | 26 |
| d. 1000-2999 | 180 | 31 |
| e. 3000-5999 | 46 | 8 |
| f. 6000-11999 | 18 | 3 |
| g. 12000 or more | 4 | <1 |
| No Response | 7 | |

4. How many individuals teaching in your district in the 1985-86 school year were beginning teachers (exclude substitutes and aides and include only those who were new to the field of professional teaching)?

| | N | % |
|---|---|---|
| a. 0 | 136 | 23 |
| b. 1 | 139 | 23 |
| c. 2 | 74 | 12 |
| d. 3-4 | 107 | 18 |
| e. 5-10 | 70 | 12 |
| f. 11-30 | 44 | 8 |
| g. More than 30 | 14 | 2 |
| No Response | 14 | |

5. Are beginning teachers formally given information on procedures, guidelines and/or expectations of the school district?

| | N | % |
|---|---|---|
| a. yes (if yes, answer questions 6-13) | 558 | 94 |
| b. no (if no, go to question 14) | 35 | 6 |
| No Response | 5 | |

NOTE: Percentages reported are based upon those answering the item when the number of missing responses was less than 5% of the total responding. If the number of missing responses to a particular item was greater than 5% of the total number of respondents, then the percentages are based upon the total number of respondents.

Note: for questions six through 13 the responses are based upon those districts where question five was answered 'yes'.

6. How often is this done?

| | N | % |
|---|---|---|
| a. one yearly | 154 | 28 |
| b. twice a month | 40 | 7 |
| c. monthly | 61 | 11 |
| d. weekly | 12 | 2 |
| e. daily | 3 | 1 |
| f. as needed | 238 | 49 |
| g. other | 36 | 7 |
| No Response | 14 | |

7. Who does this?

| | N | % |
|---|---|---|
| a. superintendent | 83 | 15 |
| b. principal | 181 | 33 |
| c. other administrator | 17 | 3 |
| d. department chair | 4 | 1 |
| e. assigned "helping" teacher | 2 | <1 |
| f. combination of previous choices | 262 | 47 |
| g. other | 4 | 1 |
| No Response | 5 | |

8. In what context is this done?

| | N | % |
|---|---|---|
| a. one-on-one | 157 | 28 |
| b. small group | 152 | 27 |
| c. large group | 14 | 2 |
| d. other | 231 | 42 |
| No Response | 4 | |

9. Where is this done?

| | N | % |
|---|---|---|
| a. assigned school building | 406 | 74 |
| b. district office | 87 | 16 |
| c. other location | 57 | 10 |
| No Response | 8 | |

10. How is the provider of this activity compensated?

| | N | % |
|---|---|---|
| a. not additionally compensated | 521 | 94 |
| b. released time | 16 | 3 |
| c. extra pay | 5 | 1 |
| d. contract with external agency | 1 | <1 |
| e. other | 9 | 2 |
| No Response | 5 | |

11. How is the beginning teacher compensated for this activity?

| | N | % |
|---|---|---|
| a. not additionally compensated | 523 | 95 |
| b. released time | 23 | 4 |
| c. extra pay | 5 | <1 |
| d. contract with external agency | 0 | 0 |
| e. other | 5 | 1 |
| No Response | 5 | |

12. In what manner does the evaluator evaluate the effectiveness of this activity?

| | N | % |
|---|---|---|
| a. not formally evaluated | 384 | 70 |
| b. rating form or written report | 87 | 16 |
| c. oral report | 67 | 12 |
| d. other | 14 | 2 |
| No Response | 6 | |

13. In what manner does the beginning teacher evaluate the effectiveness of this activity?

| | N | % |
|---|---|---|
| a. not formally evaluated | 395 | 72 |
| b. rating form or written report | 69 | 12 |
| c. oral report | 77 | 14 |
| d. other | 10 | 2 |
| No Response | 7 | |

14. Are beginning teachers <u>formally</u> given information about teaching strategies/instructional process?

| | N | % |
|---|---|---|
| a. yes, along with non-beginning teachers (if yes, answer questions 15-24) | 338 | 58 |
| b. yes, with beginning teachers only (if yes answer questions 15-24) | 69 | 12 |
| c. no (if no, go to question 25) | 180 | 31 |
| No Response | 11 | |

Note: responses to questoins 15 to 24 are based only upon those individuals who answered yes to question 14.

15. How often is this done?

| | N | % |
|---|---|---|
| a. once yearly | 32 | 10 |
| b. twice a month | 44 | 13 |
| c. monthly | 56 | 17 |
| d. weekly | 12 | 4 |
| e. daily | 4 | 1 |
| f. as needed | 157 | 47 |
| g. other | 28 | 8 |
| No Response | 5 | |

16. Who does this?

| | N | % |
|---|---|---|
| a. principal | 163 | 49 |
| b. other administrator | 14 | 4 |
| c. department chair | 3 | 1 |
| d. assigned "helping" teacher | 3 | 1 |
| e. college/university staff | 6 | 2 |
| f. combination of above choices | 134 | 40 |
| g. other | 12 | 4 |
| No Response | 3 | |

17. In what context is this done?

| | N | % |
|---|---|---|
| a. one-on-one | 79 | 24 |
| b. small group | 81 | 24 |
| c. large group | 21 | 6 |
| d. combination of above choices | 153 | 46 |
| e. other | 2 | 1 |
| No Response | 2 | |

18. Where is this done?

| | N | % |
|---|---|---|
| a. assigned school building | 283 | 84 |
| b. district office | 24 | 7 |
| c. university campus | 0 | 0 |
| d. other location | 28 | 8 |
| No Response | 3 | |

19. Are the following topics included?

Discipline

| | N | % |
|---|---|---|
| a. yes | 327 | 97 |
| b. no | 5 | 2 |
| c. unsure | 4 | 1 |
| d. other | 0 | 0 |
| No Response | 2 | |

Instructional Planning

| | N | % |
|---|---|---|
| a. yes | 334 | 99 |
| b. no | 1 | <1 |
| c. unsure | 3 | 1 |
| d. other | 0 | 0 |
| No Response | 1 | |

Student relationships

| | N | % |
|---|---|---|
| a. yes | 302 | 90 |
| b. no | 12 | 4 |
| c. unsure | 21 | 6 |
| d. other | 1 | <1 |
| No Response | 2 | |

Professional relationships

| | N | % |
|---|---|---|
| a. yes | 255 | 76 |
| b. no | 39 | 12 |
| c. unsure | 39 | 12 |
| d. other | 1 | <1 |
| No Response | 4 | |

Stress management

| | N | % |
|---|---|---|
| a. yes | 92 | 28 |
| b. no | 156 | 47 |
| c. unsure | 78 | 24 |
| d. other | 6 | 2 |
| No Response | 6 | |

20. How is the provider of this activity compensated?

| | N | % |
|---|---|---|
| a. not additionally compensated | 260 | 81 |
| b. released time | 9 | 3 |
| c. extra pay | 11 | 3 |
| d. contract with external agency | 23 | 7 |
| e. graduate credit | 0 | 0 |
| f. tuition waiver | 0 | 0 |
| g. other | 19 | 6 |
| No Response | 16 | |

21. How is the beginning teacher compensated for this activity?

| | N | % |
|---|---|---|
| a. not additionally compensated | 287 | 89 |
| b. released time | 22 | 7 |
| c. extra pay | 5 | 2 |
| d. contract with external agency | 1 | <1 |
| e. other | 8 | 2 |
| No Response | 15 | |

22. In what manner does the evaluator evaluate the effectiveness of this activity?

| | N | % |
|---|---|---|
| a. not formally evaluated | 163 | 51 |
| b. rating form or written report | 99 | 31 |
| c. oral report | 50 | 16 |
| d. other | 10 | 3 |
| No Response | 16 | |

23. In what manner does the beginning teacher evaluate the effectiveness of this activity?

| | N | % |
|---|---|---|
| a. not formally evaluated | 173 | 54 |
| b. rating form or written report | 89 | 28 |
| c. oral report | 52 | 16 |
| d. other | 9 | 3 |
| No Response | 15 | |

24. Did the provider receive specialized training for this assignment?

| | N | % |
|---|---|---|
| a. yes, within assigned school building | 58 | 18 |
| b. yes, at district workshop | 58 | 18 |
| c. yes, at college/university campus | 49 | 15 |
| d. yes, in other manner | 82 | 25 |
| e. no | 76 | 24 |
| No Response | 15 | |

25. Does the district have a formal program to assist beginning teachers?

| | N | % |
|---|---|---|
| a. yes (if yes, please send any available printed information and answer questions 26 and 27) | 134 | 22 |
| b. no (if no, go to question 28) | 433 | 72 |
| No Response | 31 | 5 |

26. If answer to 25 was "yes," indicate major emphasis of the program:

| | N | % |
|---|---|---|
| a. assessment (providing evaluation of the beginning teacher) | 37 | 28 |
| b. remediation (providing corrective measures for deficient performance) | 5 | 4 |
| c. support (providing general assistance not involved in remediation) | 75 | 56 |
| No Response | 17 | 13 |

27. If answer to 25 was "yes," is the program individualized according to the specialized needs of each beginning teacher?

| | N | % |
|---|---|---|
| a. yes | 92 | 71 |
| b. no | 36 | 28 |
| No Response | | |

18. A formal program to assist beginning teachers should be the responsibility of:

| | N | % |
|---|---|---|
| a. a college/university | 71 | 12 |
| b. the local district | 379 | 63 |
| c. the state | 13 | 2 |
| d. other | 68 | 11 |
| e. no formal program is necessary | 24 | 4 |
| No Response | 43 | 7 |

## APPENDIX C

### TWENTY-FIVE ILLINOIS DISTRICTS WITH SPECIAL GROUP INSTRUCTIONS FOR INITIAL YEAR TEACHERS IN A FORMAL PROGRAM

Lake Villa CC School District 41
304 E. Grand Avenue
Lake Villa, IL 60046

West Chicago School District 33
312 E. Forrest
West Chicago, IL 60185

Flossmoor School District 161
2810 School Street
Flossmoor, IL 60422

Glen Ellyn CC School District 89
789 Sheehan Avenue
Glen Ellyn, IL 60137

Skokie School District 73-5
8000 E. Prairie Road
Skokie, IL 60076

Keeneyville School District 20
1350 W. Lake, Suite 1A
Roselle, IL 60172

Kaneland CU School District 302
47 W 326 Keslinger Road
Maple Park, IL 60151

Mount Vernon School District 80
1722 Oakland, Box 767
Mount Vernon, IL 62864

Lowpoint-Washburn CUSD 21
508 E. Walnut Street
Washburn, IL 61570

Leland CUSD 1
370 N. Main
Leland, IL 60531

Pontiac Township H.S. District 90
1100 Indiana Avenue
Pontiac, IL 61764

Lake Park Comm. H.S. District 108
600 S. Medinah Road
Roselle, IL 60172

Elmhurst School District 205
145 Arthur Street
Elmhurst, IL 60126

Tinley Park Comm. School Dist. 146
17316 Oak Park Avenue
Tinley Park, IL 60477

O'Fallon Twp. H.S. District 203
600 S. Smiley Street
O'Fallon, IL 62269

McHenry Comm. H.S. District 156
3926 W. Main Street
McHenry, IL 60050

Lincoln Way Comm. H.S. District 210
Route 30
New Lenox, IL 60451

Leyden Comm. H.S. District 212
3400 N. Rose Street
Franklin Park, IL 60131

Glenbard Twp. H.S. District 87
800 Roosevelt Bldg. E
Glen Ellyn, IL 60137

Bartelso School District 57
S. Washington Street
Bartelso, IL 62218

Riverside School District 96
63 Woodside Road
Riverside, IL 60546

Wyanet CCSD 126
Fourth Street
Wyanet, IL 61379

Wyanet Comm. H.S. District 510
Fourth Street
Wyanet, IL 61379

Hollis Cons. School District 328
5613 W. Tuscarora Road
Peoria, IL 61607

Kildeer Countryside CCSD 96
777 Checker Drive
Buffalo Grove, IL 60089

# APPENDIX D

# TEACHING MENTOR PROGRAM
# HANDBOOK

SCHOOL DISTRICT #205
Elmhurst, Illinois

June 1986

# TEACHING MENTOR PROGRAM HANDBOOK

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I

## INTRODUCTION

The basic design of the program is for an outstanding experienced District 205 teacher to work with each new teacher or approved veteran teacher requesting a Mentor. The Teaching Mentor continues in a full-time regular teaching position. Both the Protege and the Teaching Mentor will be involved in orientation work which goes beyond the normal administrative kind of orientation. The Teaching Mentor will be responsible for both assisting the Protege with questions and issues raised by the Protege, as well as providing leadership to make the Protege aware of current concepts, materials, practices, and methodologies in their area.

Teaching Mentors have an opportunity to instill confidence, focus, perspective, and a working knowledge that will help Proteges develop self-direction and a sound instructional decision making process. The opportunity for Teaching Mentors to be creative and resourceful also exists and is encouraged. The ultimate purpose of the Teaching Mentor Program is to enhance the instruction that takes place in the District through the help and advice which can be provided by peer.

The Teaching Mentor Program also provides an opportunity for experienced staff members to grow professionally and advance their career by sharing their talents and expertise with other staff members.

II

## MENTORING - A DEFINITION

Teaching Mentors are well regarded, competent people who serve as teachers, advisors, counselors, models and sponsors for an associate, but the relationship is broader than any one or the total of these. It is an enabling role that transcends just teaching or counseling or modeling. Teaching Mentors act in ways toward the Protege that facilitates the latter's career development and/or academic advancement.

Successful Teaching Mentors:

1. understand that true mentoring is a process that usually takes several months or longer to develop.

2. know that a successful mentoring relationship must be based on professional relations that foster the growth of mutual respect.

3. usually take the initiative in establishing a mentoring relationship, but realize that true mentoring develops out of a mutual self-selection process.

4. are available to Proteges when they need them; they serve as confidantes, offer advice, counsel and moral support at critical times and show respect for Protege's ideas.

5. believe in their Proteges and help them to understand themselves; they are caring, compassionate and generous people.

6. model desired behaviors for Proteges; they are personal and professional exemplars which the Proteges can admire and emulate.

7. are concerned with helping Proteges develop their own abilities; they strive to enhance the Protege's skills and intellectual development and, in the process, achieve personal growth themselves.

8. teach Proteges organizational and administrative skills and help them develop other competencies that enhance their success as teachers.

9. induct new teachers into the profession by acquainting Proteges with the values, customs, and participants in the profession; they show proteges "the ropes" and provide assistance in climbing the success ladder.

## III

## MAJOR TEACHING MENTOR TASKS

Teaching Mentors will work with Proteges in a variety of areas. Among the most important tasks are helping the Protege:

1. become oriented to the District and the specific assignment.

2. develop lesson planning skills.

3. become aware of current concepts, materials, and methodologies in practice in their area.

4. learn goals and procedures of District #205.

5. become aware of procedures and resources for special needs students in District #205.

6. learn to function effectively with routines of teaching such as grading, taking role, checking out equipment, etc.

7. learn to use instructional procedures and techniques that lead to successful teaching.

8. develop creative approaches to teaching.

9. learn to effectively manage instructional and planning time.

10. learn to effectively manage physical facilities of the classroom, shop, gym, etc.

11. learn to effectively manage student behavior.

12. develop confidence in his/her own ideas and abilities as a teacher and a person.

13. improve self-evaluation techniques by seeking out and responding to feedback.

14. develop a professional relationship with the Teaching Mentor that is characterized by mutual trust and respect.

15. gain acceptance and respect from administrators and colleagues in the building and/or the District.

16. develop greater pride in and respect for the profession.

17. acquire useful information about the community.

In addition, Teaching Mentors may want to plan activities to demonstrate appropriate classroom teaching techniques. This could include coordinating a visit to another teacher's classroom or demonstration lessons by the Teaching Mentor. Teaching Mentors may also want to visit the Protege's classroom while instruction is taking place.

## IV

## TEACHING MENTOR PROGRAM DEVELOPMENT

In addition to working with the Protege on the major tasks listed in the previous section, Teaching Mentors will communicate with the Protege's supervisor and assist with the development of the overall District 205 Teaching Mentor Program.

1. Meetings of all Teaching Mentors will be called where problem solving and development of and planning for the District Teaching Mentor Program will take place.

2. Committees of Teaching Mentors may be found to address a particular topic that relates to the Teaching Mentor Program.

3. Teaching Mentors should develop an outline and timeline identifying specific topics that will be presented and discussed with the Protege. This will be used for program planning. Some of these topics may be identified after working with the Protege to determine interests and needs. Other topics should be reviewed regardless of the Protege's level of expertise.

4. Teaching Mentors should plan to communicate with the Protege's Principal or Department Chairperson. The purpose of such meetings will be for the Teaching Mentor to share his/her general plans for working with the Protege and to solicit ideas and input from the Protege's supervisor.

V

## TIME COMMITMENT

Being a Teaching Mentor demands additional time on the part of the Teaching Mentor and the Protege. The following points address the time commitment:

1. Teaching Mentors working with teachers new to the profession will be expected to work one week beyond the normal school year as well as spending additional time providing day-to-day assistance to the Protege during one entire school year. Proteges will be expected to work this time as well.

2. Teaching Mentors working with veteran District 205 teachers or teachers new to the District with professional experience elsewhere will be expected to work two days beyond the normal school year as well as spending additional time providing day-to-day assistance to the Protege during one entire school year. Proteges will be expected to work this time as well.

3. Teaching Mentors will be given released time, if requested, not to exceed the equivalent of two days during each grading period. Communication with the Mentor's Principal and the Protege's Principal is necessary in this situation. If a substitute is required the usual procedure should be followed.

4. Teaching Mentors are charged with setting meetings and establishing lines of communication with the Protege. Such meetings may be before or after school, at lunch time, during the evening, on weekends, during vacation periods, at the conclusion of the school year, etc. Such meetings should not interfere with the teaching responsibilities of the Teaching Mentor and Protege.

VI

## TEACHING MENTORS AND SUPERVISION

This section addresses supervision as it relates to Teaching Mentors and Proteges:

1. Teaching Mentors are not supervisors or evaluators of Proteges and as such must maintain certain confidences. The Teaching Mentor Program is completely separate from the Teacher Evaluation Program.

2. Teaching Mentors and the Protege's evaluator should maintain a colleagial relationship. The Protege's evaluator is not the Teaching Mentor's supervisor.

3. Dr. Jean Cameron, Director of Instruction, is the District Coordinator of the Teaching Mentor Program and supervises the work of all Teaching Mentors.

4. In the role of District Coordinator of the Teaching Mentor Program, Dr. Cameron serves an an advisor to Teaching Mentors. She is a person Teaching Mentors can contact about problems or concerns.

FINAL REPORT

FOR

# INITIAL YEAR OF TEACHING STUDY

## Data Collection for Survey of Illinois School Districts Identifying Components of Model Initial Year of Teaching Programs

September 15, 1986

Submitted to the Illinois State Board of Education

by

EASTERN ILLINOIS UNIVERSITY

per

Contractual Service Agreement

Transaction Code 2110

(6-27-86 to 9-15-86)

III. PARENT COMMUNICATION

A. PTA
B. Open House
C. Parent Teacher Handbooks
D. Parent conferences
E. Letters to parents by publishers of Reading, Math, Language Arts, etc
F. Special reports (positive/negative)
G. Parent contact by phone
H. Newsletters
I. Home visit procedures
J. Parent groups

IV. SCHEDULING

A. Lesson Plans/Planbook
   1. Long range
   2. Weekly
B. Daily schedules
C. Teaming
D. Flexibility in scheduling special services
   1. Bank/Orchestra
   2. Speech
   3. Learning Disabilities
E. Busing
F. Recommendations for next year's placements

V. CLASSROOM ENVIRONMENT

A. First day class procedures/setting the proper mood
B. First weeks of school
C. Classroom control
   1. Rules and procedures
   2. Discipline
   3. Referrals (positive/negative)
   4. Detentions
D. Physical
   1. Bulletin boards
   2. Room arrangement
   3. Holiday projects
E. End of year closing procedures

VI. STUDENT CHARACTERISTICS

A. Expectations for students
B. Grouping
C. Referral procedures
D. Track moves
E. Peer interactions

VII. EVALUATION

A. Student
   1. Grading and gradebook
   2. Record keeping related to Special Services
   3. IOWA Test
   4. COGAT Test
   5. Report card suggestions
   6. Test construction
   7. Scantron grading
   8. Anecdotal records
   9. Administration of standardized, teacher made, diagnostic tests
   10. Test interpretation
   11. Failure analysis form/Incomplete grade form
   12. Competency testing
   13. Cummulative cards
   14. Annual reviews
   15. Retention procedures
   16. Importance of incorporating review
   17. First and second semester final exams (High school)
      a. Scantron format
      b. Possible exemption for seniors

B. Teacher
   1. Evaluation procedure
   2. Video recording

C. Text and material evaluation

VIII. TEACHING TECHNIQUES

A. Lesson planning
B. Shared materials/ideas
C. Grouping - homogeneous/heterogeneous
D. Teaching styles
F. Questioning techniques
G. Motivational techniques
H. Drill work strategies
I. Positive/negative reinforcement
J. Individual remediation/or support
K. Anticipatory set
L. Time on Task
M. Peer tutoring
N. Grouping
O. Audio Visual equipment
P. Learning Center

IX. PERSONNEL

A. Faculty introduction
B. Staffings
C. Faculty meetings
D. Effective use of an aide
E. Staff committees
F. District assignments

X. PROFESSIONALISM

A. Research
B. Conferences
C. Workshops
D. Professional organizations
E. Magazines
F. Classroom visitations
G. Visibility at Student Activities
H. Continuing education/District contribution
I. Union
J. Teachers' Center
K. Tax information (receipts)

VIII

HIGHLIGHTS OF TOPICS THAT MAY BE TIME-SPECIFIC

This list is intended to highlight some topics that may best be addressed at a particular time in the year.

I. SUMMER

A. Introduction to Curriculum
B. Introduction to Planning
C. Introduction to Building

II. FALL

A. Open House
B. Report Cards
C. Parent Contact/Conferences
D. IOWA Testing
E. P.E.P.
F. Reading Record Cards
G. I.E.P.
H. Competency Testing
I. Plan for first semester exams (High School)

III. WINTER

A. Young Authors
B. Junior Great Books
C. CAP
D. Spelling Bee
E. Failure Analysis Forms
F. Optional Parent Conferences
G. Incomplete Grade Forms
H. Recommendations for Next Years Courses

IV. SPRING

A. Plan for second semester final exams (High School)
B. Retention Information
C. Annual Reviews
D. Evaluation Procedures
E. Cummulative Record Folders
F. End of Year Procedures

## LIST OF 1985-86 TEACHING MENTORS

Seventeen staff members served as Teaching Mentors during the 1985-86 school year. Since they have experienced the Mentor roll, they would be happy to be of assistance to others who wish to know more about the Program.

| | | |
|---|---|---|
| David Aggen | York High | Math Department |
| James Jarvis | York High | Social Studies Department |
| Roxane Komar | York High | Foreign Language Department |
| William Leensvaart | York High | Math Department |
| William Sir | York High | Physical Education Department |
| Owen Wrzeszcz | York High | Math Department |
| | | |
| Rosemarie Di Orio | Churchville | Foreign Language (French/Spanish) |
| Robert Pettengill | Churchville | Instrumental Music |
| | | |
| Donna Fredrickson | Field | Fifth Grade |
| Kay Goodman | Lincoln | Fifth Grade |
| Mary Jane Hopkins | Jefferson | First Grade |
| Sharon Horn | Jefferson | Fourth Grade |
| Jan Kaiser | Hawthorne | First Grade |
| Kathlyn Schrage | Edison | First Grade |
| Isabel Shick | Emerson | Second Grade |
| Mary Sobut | Jackson | Early Childhood |
| Nancy Velon | Lincoln | Fourth Grade |

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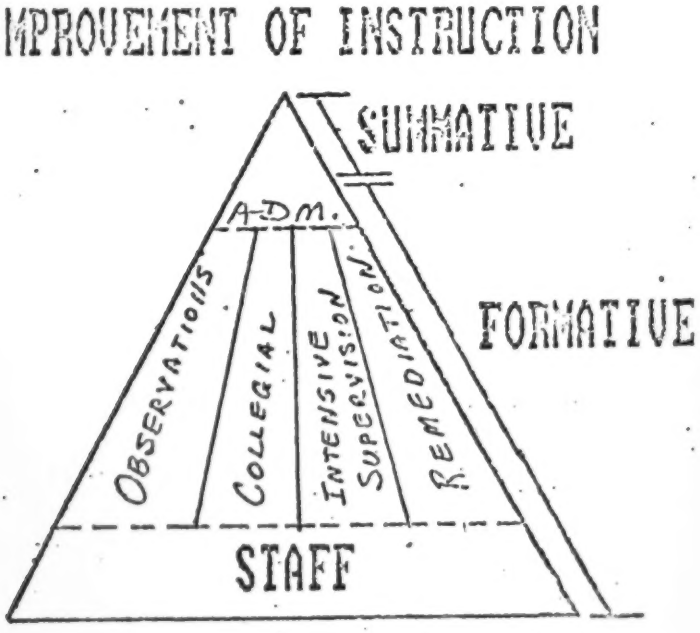
## The Supervisory Process

**Goal:** All activities of the supervisory process aim at the improvement of instruction.

**Formative:** is that part of the supervisory activity that lists strengths and weaknesses with suggestions for eliminating the weaknesses (e.g. observations with feedback).

**Summative:** is that part of the supervisory activity that assesses the staff member's progress in building strengths and eliminating weaknesses (e.g. final evaluations).




Any of the formative programs addresses the goal of improving instruction by different means. Observations by administrators note the teacher's performance based on specific criteria. Collegial teams of two or more also work to this end, but in a mode perhaps more appealing to the participants. The summative assessment remains a solely administrative responsibility. The following pages delineate the collegial process and its relationship to the supervisory process.

## Collegial Improvement of Instruction

The efficacy of peer tutoring has long been proven through research and personal experience. Working on the same principles as peer tutoring, collegial grouping is a way of organizing small groups of teachers to engage in professional growth. Collegial groups of varying size may be organized for varying purposes. Teachers may create groups of four to five fellow teachers to follow the clinical supervision model of pre-observation, observation and post-observation conference. A tandem or mentoring group might be created between two or more professionals to work on a single problem, as well as the informal exchange of ideas and problems needed to be solved that take place regularly among teachers. Support for each other is readily available with all parties benefiting. Collegial grouping is a viable practice for peers to improve instruction through formative assessment.

Through mutual exchange, colleagues share their experiences, techniques and material designs from their reportoires of tested strategies. In addition, the knowledge that each one has, either from his experience or from additional training, can be exchanged with his/her peers in terms of the specifics of learning theory or sequence in specific disciplines and the science of teaching. This exchange, of course, allows for fuller understanding of the concepts such as those listed as the district criteria. Joubert's statement about "To teach is to learn twice" is applicable in this situation. Since colleagues help each other implement the concepts and practices that are connected with the science and art of teaching, professional growth is imminent as a result of the sharing experiences between knowledgeable professionals.

Commentary on the improvement of instruction from an on-the-firing-line colleague, both positive and negative, is meaningful to the teacher who is being observed. . A knowledgeable colleague can also point out the strengths and weaknesses of a teacher relative to the science of teaching. Noted strengths can continue to be used or further developed through the comments of a collegial observer. Weaknesses, once identified, will probably be given a host of remedies from the experiences of those participating in the consultation. Through continued observation and the suggested remedies, the weaknesses will be eventually remediated with a resultant improvement of instruction.

Collegial groups, however, are concerned with the formative aspect of the improvement of instruction program known as supervision. The summative assessment remains the responsibility of the assigned supervisor. The responsible supervisory capacity, both formative and summative, and collegial groupings do not, however, need to be at odds. Collegial associations work in the formative mode and the designated supervisor works both in the formative and summative modes. During the formative period, the emphasis is on making the strengths of the teachers performance even stronger and remediating weaknesses (formal and informal observations, conferences, workshops, inservice and institutes); in the summative period, the emphasis is on assessment of what the teacher has and has not accomplished (final evaluation). In this schematic, the role of a collegial association is ancillary and auxiliary to that of the supervisor in that both work toward the improvement of instruction. The formative aspect and the collegial association may aid the supervisor in helping a teacher improve. The supervisor may even suggest a collegial association with another teacher who is particularly expert in the area where the teacher needs help.

Those teachers in any given department who are a part of a collegial association could share the plans for the collegial work with the appropriate supervisor in the form of personal goals which report strengths and weaknesses as found by the collegial team through independent observations. The supervisor should ascertain through observation how well objectives are being met and gather the necessary data for the final evaluation for which she is accountable. The supervisor may also be involved and made aware of what is transpiring in collegial work through informal conferences with the participants, if such is desired. The supervisor, however, writes the summative assessment from his/her own observation and conferences.

Supervisors can also contribute to the creation of any teams that are organized within departments or areas of the program. Probationary teachers and teachers on intensive supervision might be referred to a colleague or colleagues for suppport and help. Participants in a collegial group should be peers in the sense of peers who are of the same ability, interests and motives. A collegial group should be constituted for the primary purpose for which supervision exists; namely, the improvement of instruction. To this end, collegial teams might be constructed for many reasons, ranging from the full clinical supervision model to teams or groups that are created to work on specific instructional skills or to work in research/planning activities. Some members of the team need to be knowledgeable about the matters which will be covered in the consultation observations and feedback sessions. A supervisor could provide valuable resource in establishing these groups.

Collegial groups as ancillary and auxiliary to formative supervision are an excellent device for improving instruction. By writing personal performance objectives pertinent to instructional improvement, participating in peer observation and feedback sessions and the sharing of teaching experiences and increase knowledge, collegial groups can add immensely to the improvement of instruction. Since all professionals are concerned with the delivery of the best instruction possible for the students entrusted to our care, supervisors, teachers, members of collegial consultation groups and support services and resources need to work cooperatively to this end.

ABB/dj

# Overview

The School District 146 **Professional Growth Plan** provides teachers with assistance and training during their first years in the district and with continuing development opportunities throughout their teaching careers.

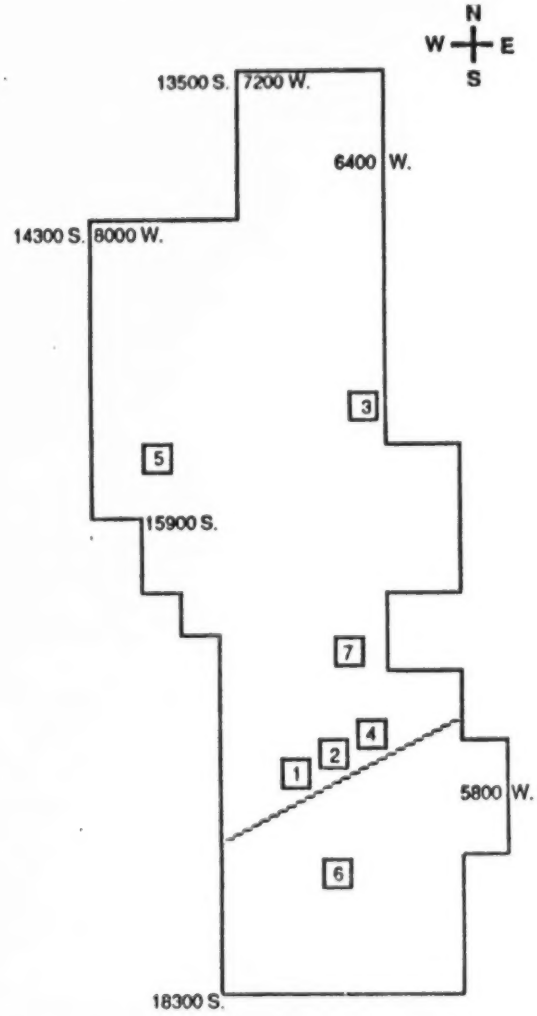
The **first year** focuses primarily on orientation to the school and support for the teacher.

The **second year** orients the teacher to the school district and provides the teacher with in-depth information about his/her professional performance.

**Continuing growth** is provided through a variety of activities which are offered throughout the teacher's association with District 146.



## Community Consolidated School District 146




1 Dist.146 Admin. Cntr., 17316 Oak Park Ave., Tinley Park
2 Central Jr. High School, 17248 67th Ave., Tinley Park
3 Fierke School, 6435 155th St., Oak Forest
4 Fulton School, 6601 171st St., Tinley Park
5 Kruse School, 7617 Hemlock Dr., Orland Park
6 Memorial School, 6701 179th St., Tinley Park
7 Sandridge School, 16600 66th Ave., Tinley Park

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# Professional Growth Plan

An orientation, support and appraisal system for teachers

Community Consolidated School District 146
Administration Center
17316 South Oak Park Avenue
Tinley Park, IL 60477
312-532-1771
Dr. Robert W. Procunier, superintendent

# Year One

**The first-year program provides:**

- Advice, instruction and counsel by a teacher teammate.
- Formal observation by and conferences with the principal each quarter.
- Preparation of growth plans as part of the appraisal process.
- One and one-half days of observation of fellow teachers working in the same school.
- Observation by district administrative staff member(s).
- Participation in a staff development workshop designed for first-year teachers.



# Year Two

**The second-year program provides:**

- Continuity with the first-year assignment (same building, if possible).
- Development of a "Perceiver Portrait."
- Formal observation by and conference with the principal each quarter.
- Preparation of growth plan as part of the appraisal process.
- One and one-half days of observation of fellow teachers working in other schools in the district.

# Year Three and beyond...

**Management Guidance Interview**

With the granting of tenure at the beginning of the third year, the teacher will participate in a Management Guidance Interview, conducted by his/her principal.

**Professional Growth Activities**

Professional growth activities tailored to the individual teacher's needs will continue throughout his/her employment by School District 146.

**Personal Growth Leave**

After six consecutive years of service in District 146, a staff member may apply for a one-year, unpaid Personal Growth Leave. The purpose of the leave is to enable professional staff members to pursue their interests with the assurance that positions in District 146 will be available to them should they choose to return.

**Extended Year Program**

Each summer, one-fourth of the District 146 teaching staff and the entire administrative staff engage in a three-week, paid, summer staff development program.

c) By May 1 the staff member will present his or her Director with a written self-evaluation.

d) By June 1 the Director will discuss his or her summative evaluation with the teacher.

## THE MENTOR TEACHER PROGRAM

During the 1985-86 school year we will pilot the mentor teacher program. Mentor teachers will go through a training program to enable them to conduct an observation cycle (i.e. pre-conference, observation and post-conference). During the first month of the school year these mentors will complete an observation cycle with teachers in their departments who are new to Stevenson. This cycle will be completed prior to any formal observation by a Director or Principal.

The program is intended to

1) give new teachers a non-threatening introduction to the Stevenson evaluation system prior to the initiation of the formal observation,
2) give new teachers an opportunity to receive suggestions on their teaching prior to formal observation, and
3) promote interactions between new and veteran teachers.

At the conclusion of the program we will evaluate its effectiveness by polling both new teachers and mentor teachers. If the program is continued beyond this year, we will establish a system to ensure the periodic rotation of mentor teachers.

## SUMMARY OF PACKET CONTENT

This packet provides an overview of Stevenson's evaluation process and a very brief summary of research findings on effective teaching. The Appendix includes articles on topics related to effective teaching. You are encouraged to add to this Appendix whenever you find a relevant article. As we share these articles we will gradually develop a common library on the topic.